

Notes found in the same note book as objectives for Sat. Morning Art Classes, circa 1937-42, not in Anne Savage's hand

A room full of pictures - some this way some that way some accents on colour for some children idea is for some children colour form expression etc. - see - Lismer Dandson Here the children determine the function and raison d'etre for their work.

How is this done? etc.

Our purpose - methods and results.

Here is a room full of creation. Here individual differences, different interpretations, exciting and vivid colour and form pictures, tied together by the idea of "some aspects of Can. Life" Here interest in action incident, bring strength and movement. Each work is a unique statement about a child. Here the child learns to understand his own actions and motives, here is his statement about an idea - his interpretation of life. Here the hand mind and eye are co-ordinated to the development of a more emotionally active alive little personality. Here is another way of discovering History, forms and telling a story, here we are the extension of a form which together with the other arts will make our conflicting world a better place to live in.

In contrast to the hard and ever time carefull rigidity of ordinary education, here the individual is released. Out of this comes a burst of joy which is not aimless, here the new sensations freedoms - here the material invite creation, one finds at last the inner motives of a boy or girl. Here children live creatively. Ideas are presented in a more vivid manner than

any composition or oral statement. The forms and colours come to life. The teacher plays an important part, in sincerity in mood and in organization. The teacher influences the creative flow accents or impedes it. Here common desire to discover, the search for beauty and expression bind the class together.

What occurs exactly in the child's mind is difficult to describe basically however, an idea or sensation is interpreted, the interpretation existing as a painting or creation. The measure for judgment therefore is the child's age group. This process is extremely exciting for the language of colour and form is used. And colour and form used by children is exciting. Dominant reds or blues greens or purples. Accents on line & form, a multiplicity of ideas variations.

The child takes an idea or sensation or both and interprets it, the interpretation being the idea made real into a painting, which represents an image in the language of forms and colour, a statement of the world as the child knows it. The exciting equality of the medium itself produce results at once alive and real.

Whether the accent is on blues greens purples, whether tone or line, forms or spaces are used, the final result